

Gold Hill Middle

1025 Dave Gibson Blvd.
Fort Mill, SC 29078

Grades 6-8 Middle School

Enrollment 909 Students

Principal Thomas L. Johnston 803-548-8300

Superintendent Dr. V. Keith Callicutt 803-548-2527

Board Chair Martha Kinard 803-548-1769

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

2

0

0

0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	No
2006	Good	Average	Yes

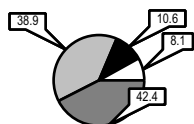
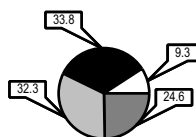
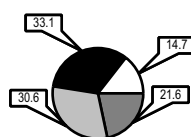
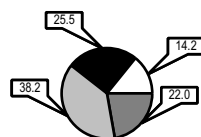
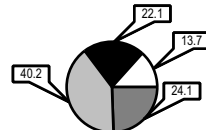
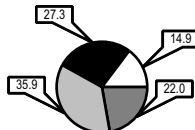
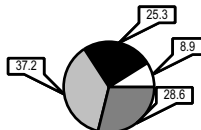
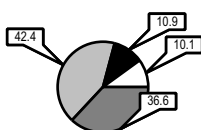
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	N/A
English 1	N/A	N/A
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
All Subjects	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	885	99.5	7.7	39.0	42.6	10.7	64.9	Yes	Yes
Gender									
Male	446	99.3	9.5	42.7	40.6	7.2	58.0	N/A	N/A
Female	439	99.8	5.9	35.4	44.5	14.2	71.9	N/A	N/A
Racial/Ethnic Group									
White	797	99.7	7.3	38.5	42.8	11.4	65.8	Yes	Yes
African American	49	98.0	12.5	47.9	39.6	0.0	52.1	Yes	Yes
Asian/Pacific Islander	17	100.0	5.9	35.3	47.1	11.8	76.5	I/S	I/S
Hispanic	14	92.9	15.4	46.2	30.8	7.7	46.2	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	840	100.0	5.6	38.8	44.4	11.2	67.5	N/A	N/A
Disabled	45	91.1	51.2	43.9	4.9	0.0	12.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	885	99.5	7.7	39.0	42.6	10.7	64.9	N/A	N/A
English Proficiency									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	879	99.7	7.5	38.9	42.8	10.7	65.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	50	96.0	29.2	50.0	20.8	0.0	29.2	Yes	Yes
Full-pay meals	835	99.8	6.5	38.4	43.8	11.3	67.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	885	99.5	9.0	32.3	24.7	33.9	68.9	Yes	Yes
Gender									
Male	446	99.3	8.6	29.1	26.2	36.1	71.6	N/A	N/A
Female	439	99.8	9.4	35.6	23.3	31.7	66.2	N/A	N/A
Racial/Ethnic Group									
White	797	99.7	8.2	31.6	25.5	34.7	70.4	Yes	Yes
African American	49	98.0	20.8	50.0	18.8	10.4	41.7	Yes	Yes
Asian/Pacific Islander	17	100.0	5.9	11.8	11.8	70.6	88.2	I/S	I/S
Hispanic	14	92.9	15.4	38.5	23.1	23.1	53.8	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	840	100.0	7.0	32.4	25.1	35.5	71.1	N/A	N/A
Disabled	45	91.1	48.8	31.7	17.1	2.4	24.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	885	99.5	9.0	32.3	24.7	33.9	68.9	N/A	N/A
English Proficiency									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	879	99.7	8.9	32.2	24.9	34.0	69.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	50	96.0	31.3	47.9	12.5	8.3	33.3	Yes	Yes
Full-pay meals	835	99.8	7.7	31.5	25.5	35.4	70.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	885	99.5	14.7	30.6	21.6	33.1	54.7
Gender							
Male	446	99.3	14.1	28.0	18.8	39.0	57.8
Female	439	99.8	15.3	33.3	24.4	27.1	51.5
Racial/Ethnic Group							
White	797	99.7	13.2	30.5	22.0	34.4	56.3
African American	49	98.0	32.7	34.7	24.5	8.2	32.7
Asian/Pacific Islander	17	100.0	5.9	29.4	5.9	58.8	64.7
Hispanic	14	92.9	50.0	21.4	14.3	14.3	28.6
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	840	100.0	12.6	30.8	21.9	34.6	56.5
Disabled	45	91.1	53.3	26.7	15.6	4.4	20.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	885	99.5	14.7	30.6	21.6	33.1	54.7
English Proficiency							
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	879	99.7	14.2	30.8	21.7	33.2	54.9
Socio-Economic Status							
Subsidized meals	50	96.0	46.0	28.0	18.0	8.0	26.0
Full-pay meals	835	99.8	12.8	30.8	21.8	34.6	56.4

Social Studies							
All Students	885	99.5	14.2	38.2	22.0	25.5	47.6
Gender							
Male	446	99.3	13.5	33.2	22.6	30.7	53.4
Female	439	99.8	15.0	43.3	21.4	20.3	41.7
Racial/Ethnic Group							
White	797	99.7	13.0	37.5	22.7	26.7	49.4
African American	49	98.0	26.5	49.0	12.2	12.2	24.5
Asian/Pacific Islander	17	100.0	5.9	41.2	29.4	23.5	52.9
Hispanic	14	92.9	50.0	35.7	7.1	7.1	14.3
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	840	100.0	12.7	38.0	22.9	26.4	49.3
Disabled	45	91.1	42.2	42.2	6.7	8.9	15.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	885	99.5	14.2	38.2	22.0	25.5	47.6
English Proficiency							
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	879	99.7	13.9	38.3	22.1	25.7	47.8
Socio-Economic Status							
Subsidized meals	50	96.0	40.0	40.0	14.0	6.0	20.0
Full-pay meals	835	99.8	12.7	38.1	22.5	26.7	49.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	99.7	18.1	32.4	40.3	9.2	49.5
	7	315	100.0	7.3	39.9	44.9	7.9	52.8
	8	297	100.0	7.0	35.2	43.0	14.8	57.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	299	99.3	8.1	32.0	45.8	14.1	59.9
	7	298	99.3	8.8	41.2	41.6	8.4	50.0
	8	288	100.0	6.3	44.1	40.3	9.4	49.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	100.0	8.8	32.0	27.6	31.6	59.2
	7	315	99.4	17.9	29.2	20.9	31.9	52.8
	8	297	100.0	11.3	34.5	29.2	25.0	54.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	299	99.3	4.0	32.7	31.6	31.6	63.3
	7	298	99.3	11.1	31.8	20.9	36.1	57.1
	8	288	100.0	11.8	32.6	21.5	34.0	55.6
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	100.0	19.4	26.5	22.1	32.0	54.1
	7	315	99.7	12.9	33.8	18.2	35.1	53.3
	8	297	100.0	10.9	29.2	17.3	42.6	59.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	299	99.3	18.4	32.1	21.4	28.1	49.5
	7	298	99.3	16.4	28.5	23.2	31.9	55.0
	8	288	100.0	9.0	31.3	20.1	39.6	59.7
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	100.0	17.7	35.0	24.8	22.4	47.3
	7	315	99.7	17.5	41.1	20.5	20.9	41.4
	8	297	100.0	5.3	27.5	20.4	46.8	67.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	299	99.3	16.4	40.1	20.1	23.4	43.5
	7	298	99.3	20.5	42.3	18.1	19.1	37.2
	8	288	100.0	5.6	31.9	28.1	34.4	62.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 909)				
Students enrolled in high school credit courses (grades 7 & 8)	16.4%	Down from 23.8%	38.9%	16.7%
Retention rate	1.2%	Up from 0.2%	1.1%	2.5%
Attendance rate	97.3%	Up from 97.1%	97.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.3%	Down from 1.0%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 0.8%	0.3%	1.0%
Eligible for gifted and talented	43.3%	Down from 45.6%	34.5%	15.6%
On academic plans	23.9%	N/AV	12.0%	39.9%
On academic probation	9.6%	N/AV	4.8%	0.7%
With disabilities other than speech	3.3%	Down from 5.1%	1.7%	12.4%
Older than usual for grade	0.8%	Up from 0.4%	0.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	51.7%	Down from 53.6%	51.7%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.8%	N/A	0.9%	9.1%
Teachers with emergency or provisional certificates	2.0%	No change	2.0%	5.6%
Teachers returning from previous year	92.6%	Down from 95.2%	92.6%	84.6%
Teacher attendance rate	95.6%	Up from 93.9%	96.9%	94.8%
Average teacher salary	\$44,528	Up 2.7%	\$44,528	\$42,267
Prof. development days/teacher	8.9 days	Down from 16.3 days	10.0 days	11.9 days
School				
Principal's years at school	2.0	Down from 6.0	1.5	3.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 23.4 to 1	24.6 to 1	21.1 to 1
Prime instructional time	90.8%	Up from 88.7%	92.6%	89.0%
Dollars spent per pupil*	\$5,057	Up 8.8%	\$5,057	\$6,243
Percent of expenditures for teacher salaries*	66.0%	Up from 65.6%	66.0%	59.8%
Percent of expenditures for instruction*	70.5%		71.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	84.2%	Down from 98.7%	91.6%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Because of a one-year enrollment freeze, Gold Hill Middle School (GHMS) was able to halt further overcrowding and provide an environment that remained favorable to learning during the 2005-2006 school year. This fall, with the opening of a third middle school, every student zoned for Gold Hill Middle will attend the school.

Data-based decision-making was one goal set forth in preparation for visits from Making Middle Grades Work and the Southern Association of Colleges and Schools. As a step toward reaching this goal, teachers attended training provided by Northwest Evaluation Association in order to make use of specific diagnostic data provided by student testing called the Measures of Academic Performance or MAP. This data helps teachers provide lessons tailored to address students' individual learning needs and also helps teachers track student learning during the school year. In addition, the district installed TestView, software that integrates standardized test scores with other information to provide a comprehensive picture of each student's progress over time.

Through performance in academics, athletics, the arts, and community service GHMS students continued to achieve and contribute. The school raised thousands of dollars for humanitarian charities such as The American Red Cross and a Christmas angel tree, as well as health-related causes such as diabetes, arthritis, and leukemia. Students participated in academic competitions including the Fort Mill School District (FMSD) Scripps Howard Spelling Bee, Geography Bee, Lt. Governor's Writing Contest, regional academic team competition, and state mock trial competition. Students wrote for the school newspaper and the school year book. Well over 50 eighth grade students qualified as South Carolina Junior Scholars by scoring 500 or above on at least one section of the PSAT. Students at all grade levels were selected for ST-ARTS, a summer arts program at nearby Winthrop University, and in the spring, the eighth grade band participated in a national music festival in Orlando. The sports program at GHMS provides many opportunities for girls and boys to learn leadership skills and sportsmanship.

GHMS receive the Palmetto Gold Award from the state for the fifth year, providing funds to train teachers and provide student materials for a new character education program. In adopting the character education program Lion's Quest, teachers will progress toward their goal of providing a more structured advisory program. The Gold Hill Middle School PTA has provided outstanding support to the school by raising funds that support the instructional program and that finance special cultural arts activities for each grade level. For the second year the PTA organized a well-attended community Health Expo.

All middle schools in our community will face adjustment and change as the district incorporates the third middle school. GHMS looks forward to the participation and good spirit of the entire school community as the three middle schools in our district work together to meet the educational needs of all our students. As we complete this transition, the faculty and staff at GHMS will continue to focus on the goals we have set and provide an atmosphere that prepares our students for learning at the next level.

Thomas L. Johnston, Principal
Dave Vawter, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	280	135
Percent satisfied with learning environment	98.2%	76.3%	91.1%
Percent satisfied with social and physical environment	100.0%	78.9%	93.3%
Percent satisfied with school-home relations	96.5%	86.7%	75.9%

*Only students at the highest middle school grade level at this school and their parents were included.